

## Goals Objectives

Goals objectives:

- Increase effective communication
- Aid teachers in developing learning strategies and activities
- Encourage thinking about evaluation

## Writing Goals Objectives

First part of a goals objective: Goal statement

Goal statement – indicates the intent, end result, or competency desired in the LEARNER

Goal statement:

- Learner – State as specifically as possible who the student is.
- Learner task – State in general terms (using vague verbs such as *know*, *comprehend*, *understand*, *etc.*) what the learner is to know at the end of the period of instruction.

Examples of goal statements:

Fifth graders will understand the rules of divisibility.

High school biology students will know the stages of mitosis.

Second part of a goals objective: Evaluation statement

An evaluation statement consists of three components:

- Condition (circumstances under which the student is to exhibit the behavior)
- An observable behavior (i.e., an action verb specifying the learning outcome)
- Criteria (level of proficiency to be performed)

### Stating the conditions

Conditions – conditions in which learning is to take place.

Examples: Particular time, place, with particular materials, tool, or other resources (dictionary, calculator, etc.)

Example: Given a menu written in Spanish, students will correctly order 5 items in Spanish.

### Identifying observable behavior

Use an action verb. The behavior must be measurable. Refer to most of the verbs in Bloom's Taxonomy of Educational Objectives.

Example: Given a menu written in Spanish, students will correctly order 5 items in Spanish.

Each objective should contain a single behavior. If more than one behavior, a second evaluation statement should be written.

Example:

Evaluation statement 1: Given a menu written in Spanish, students will correctly order 5 items in Spanish.

Evaluation statement 2: Given a menu written in Spanish, students will correctly describe 5 items in Spanish.

### Stating Criterion Levels

Criterion level of acceptable performance specifies the level of achievement expected of the student to indicate "mastery" of the instructional objective.

Criterion is expressed in terms of the minimum acceptable performance you, as the teacher, will accept as indicative that the students are proficient in the task.

Example: Given a menu written in Spanish, students will correctly order 5 items in Spanish.

Criterion levels can be specified in many ways:

- # of items correct

- % of items answered correctly
- inclusion of essential features
- completion of task within a certain time limit
- completion of task with certain degree of accuracy

In summary....

Goals objectives consist of the following five components:

- goal statement including learner and learning task
- evaluation statement including condition, student behavior, and criterion.

### **Examples of Goals Objectives**

Spanish students will understand subject-verb agreement using regular verbs in the present tense, so that when given pairs of subjects and verbs, they will use them correctly in sentences with 90% accuracy.

Seventh grade geography students will know the seven continents, so that when Given an unlabeled map of the world, they will be able to identify them with 100% accuracy.

Fifth grade students will understand the scientific method, so that when asked to explain the steps of the scientific method, they will be able to explain in their own words all of the steps.

Ninth grade math students will understand the law of operations, so that when asked to solve math problems requiring the use of the law of operations, the students will complete the problems with 80% accuracy.